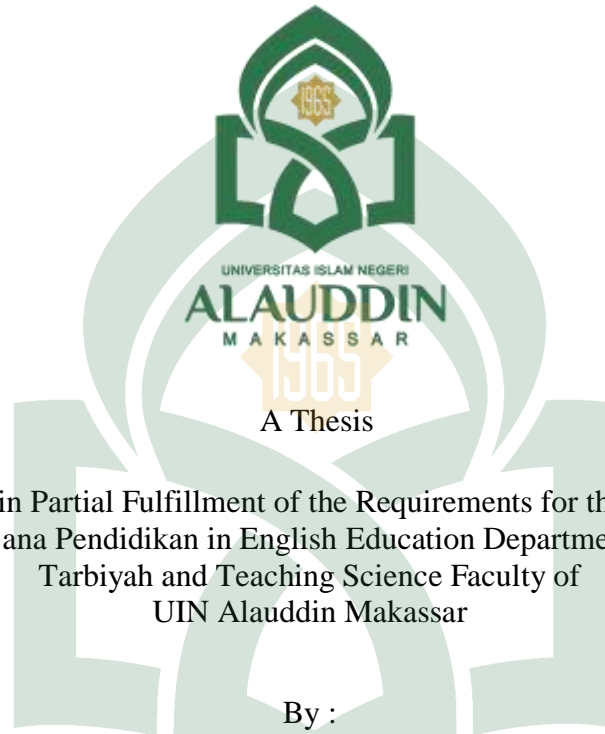


ANALYZING THE CAUSES OF REMEDIAL IN ENGLISH SUBJECT TEST AT  
THE FIRST YEAR STUDENTS OF SENIOR HIGH SCHOOL 1 MAJALENG OF  
WAJO REGENCY



A Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan in English Education Department of  
Tarbiyah and Teaching Science Faculty of  
UIN Alauddin Makassar

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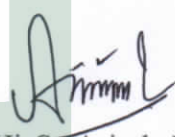
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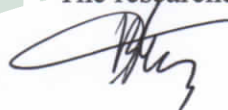


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Makassar, October 1<sup>st</sup> 2017

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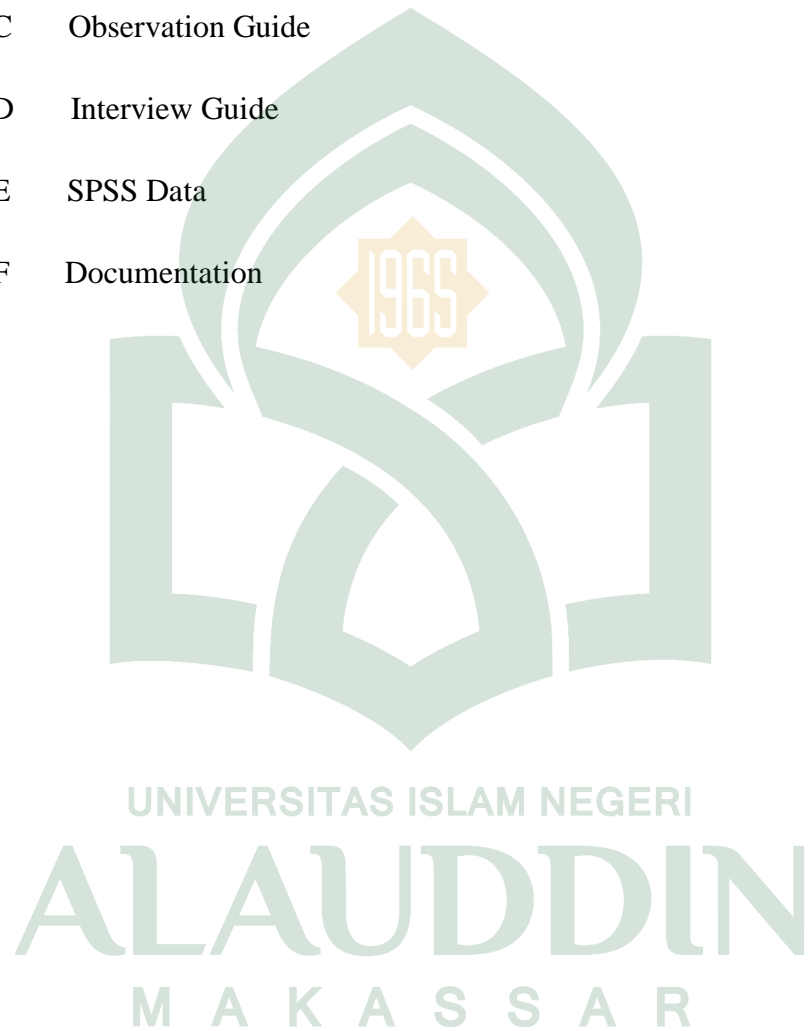
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## ABSTRACT

**Name** : Andi Batari Toja  
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**Title** : “Analyzing the Causes of Remedial in English Subject Test at the First Year Students of Senior High School 1 Majauleng of Wajo Regency”

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This research was about the analysis of the causes of remedial in English subject test at the first year students of Senior High School 1 Majauleng, Wajo Regency. This research aims to find out the causes of remedial in English subject test of the students in senior high school 1 Majauleng, Wajo regency. The researcher applied a descriptive research with the qualitative and quantitative approaches, which the instruments were questionnaires, interview, and observation. The Questionnaires were distributed to all the students who got remedial in grade ten in senior high school 1 Majauleng, Wajo Regency, there were 36 respondents. The interview was conducted with the English teacher and two samples of students who got remedial in grade ten. The observation observed and described the internal and external factors which may cause the students in getting remedial at their English test.

The respondents' responses of the questionnaires were analyzed statistically through data tabulating are putting into the table of frequency data distribution to know how the percentage shows the tendency of the indicators both from the internal and external factors in causing the students getting remedial at their English subject test. The data from the interview was analyzed qualitatively by transcribing the interview result. The data from the observation was showing the result of the description related to the internal and external factors which may cause the students in getting remedial. The data findings showed that all the indicators of both internal and external factors did not cause the students in getting remedial at their English subject test. All the indicators are included in the high category which means that the respondents gave positive responses towards the indicators from the questionnaire. The data from the interviews and observation showed a relevant result.

As the implication, the factor which had a high tendency to cause the students in getting remedial at their English test from the internal factor was the students' motivation (22.2%), it was based on the lowest percentage on the low category of the data distribution frequency from the questionnaire statistical analysis, while, the factors from the external factor which had the highest tendency to cause the students to get remedial were the school facilities and mass media which the percentage was (8.3%).

**Keywords:** analysis, internal and external factors, and remedial.

## CHAPTER I

### INTRODUCTION

#### A. *Background*

English language teaching is one of important discussion nowadays. It is concerned and given attention more as a global language and taught in many non native English speaker countries. Richards and Rodgers (1991) estimated that the sixty percent of the population of the world have their people can speak more than just a language or we call them multilingual.

In Indonesia, English is known as a foreign language. It becomes one of an obligatory subject in school. The government has decided to put this subject into the curriculum in order to prepare good generations who are able to compete with the people of other countries in any aspects. Putting the English subject at school is such a crucial thing that has been being applying until today, Moreover, English is one of subjects which is examined in the national examination every year. Therefore, the students are demanded to understand the English as a material of subject school and as an important language to study.

Learning English at school has its own problems that still cannot be solved entirely. The phenomenon of some students cannot accomplish the learning objective or learning competence becomes one of the problems. The result of their test do not reach the minimal standard score criteria (KKM; Indonesian : Kriteria Ketuntasan Minimal) based on what has been applied in the curriculum which cause them to have remedial at their test. Ideally, the students are obligated to

master or understand the standard competence of English subject learning at class and pass at their English test by achieving the standard score (KKM). But, the fact shows that many students still cannot understand entirely the English lesson at their learning activity at class and fail when they are given tests that can be seen from their English test achievement.

The researcher's preliminary research at the school of Senior High School 1 Majauleng showed there were 15 students of 33 students got remedial on their English test. They did not reach the standard of minimal score. However, most of the students in Indonesia still cannot accomplish the standard competence or minimal score in their English subject test. According to Jazadi (2015), it makes 7.74% of national examination score in English subject in the province of South Sulawesi in 2010. Baego Ishak & Syamsuduha (2010:133) explained if the students' grade achieve under the minimal criteria, it means the students do not pass the qualified competence of the learning. Therefore, they should have remedial, in the vice versa if the student grades achieve the standard criteria or more, then the students definitely pass the learning competence.

The problem of the low achievement of students' in their English test should be concerned and realized more by the related people to know and understand of what factors make them cannot accomplish the learning competence and how to solve that. If this problem is only neglected, then it will give much contribution of the description of the poor and the weakness of quality of education in Indonesia. According to Robinson in Abdul Kadir (2012), the quality of education is the graduate, output or what is produced by the educational institution which includes

the educational matter like the process of learning in the class, the learning material, the percentage of the pass grades in any exams, etc.

However, students make a good results on their English test at school not only for measuring their competence or understanding in English subject, but also this can be explained on how big the interest of students in learning English. Moreover, the causes which make the students obtain low scores or having remedial on their English test should be known as a reflection to make better improvement in Education, especially in the process of teaching and learning English subject at schools.

Remedial at any English subject tests at school must be thought as a normal case that English is known as a foreign language. Sometimes many students will find difficulties in learning the English subject at school. But, this is not about how difficult the English is, the cause of it should be found to know what should be done by the teacher and the other related people to make the students to understand the content of English learning material, and to love the lesson which is proved with the good scores at the tests.

Therefore, the researcher decided to conduct and analyze the causes of students getting remedial on their English subject test. This is because it becomes one of an example of the low academic results on English subject at school. However, it gives a negative impact in many aspects, especially in showing the face of education in general. Moreover, considering English as a main subject at school, it should be given more attention that all students should be given the



maximal effort to be successful on their study and obtain a good score at their tests at school.

Referring to the explanations above, the researcher was excited to conduct a descriptive research through qualitative and quantitative approach entitled *“Analyzing the Causes of Remedial in English Subject Test at the First Year Students of Senior High School 1 Majauleng of Wajo Regency”*.

### **B. Problem Statement**

Analyzing the causes of remedial in English subject test becomes the main problem of this research. In order to get complete and clear data about it, the researcher formulated a research question, “what are the causes of remedial in English subject test at the First Year Students of Senior High School 1 Majauleng of Wajo Regency”?

### **C. Objective of Research**

According to the problem statement above, the main objective of the research is to find out the causes of remedial in English subject test of the students in Senior High School 1 Majauleng of Wajo Regency.

### **D. Research Significance**

In this research, the researcher is expected to give significant contribution as follows :

#### **1. Practical Significance**

##### **a. Significance for the Students**

This research is highly expected to bring a big impact to the students to achieve a good result in English subject learning at school. They are expected to

know and realize more their lack in learning English subject at school and make their lack as a motivation to study better. The factors of remedial which are tried to find out and analyze on this research, there should be a change made by the related people to repair and apply a good system of learning which helps the students to achieve a good result of studying English at school.

#### **b. Significance for the Teachers**

The teachers are one of the main subjects who determine the success of learning activity at class. The phenomena of remedial made by the students can be caused by the unprofessional teachers. Therefore, the result of this research can be realized by the teachers to evaluate their teaching strategy and make a better improvement to help the students to pass the standard score and competency at their English subject test.

#### **c. Significance for the School**

The students' result in their study can be defined as the achievement of the quality of education. Any institutions like school should realize this problem. Therefore, this research is expected to become a reference to any institution in order to repair or make a good quality of education through paying attention to the factors of what make students fail on test or getting remedial in which becomes crucial and need to be realized more.

### ***E. Research Scope***

The research focuses on finding the factors of what the causes of remedial are in English subject test at the First Year Students of Senior High School 1 Majauleng of Wajo Regency. The factors which were analyzed include the internal and external factors of the students. The remedial students were identified after the students are given the test (Test after learning the English material per standard competence).

In order to find the data, the researcher took or choosed the result of students' formative tests. According to Slameto (1988), formative test is given to measure whether the learning is success or not. This can be used for the teacher to obtain feedback from their teaching result and to make improvement of their way in teaching. Formative test can be applied through conducting mid tests or the tests given after learning certain material per chapter by the students. In this case, the researcher will find the answer of the problems through taking the data of the given test after the students learn certain chapter material (Indonesian: Ulangan Harian).

### ***F. Operational Definition of Terms***

This research is entitled “Analyzing the Cause of Remedial in English Subject Test at the First Year Students of Senior High School 1 Majauleng of Wajo Regency”. In order to know the term used in this research, clearly the researcher defines those terms as follows :

## 1. Remedial

Remedial is an activity which is given to the students who do not accomplish the learning competence of their subject material and they do not achieve the minimal standard criteria (KKM) on their test based on what has been determined by the teacher.

## 2. The causes of remedial

The phenomenon that the students get remedial at their subject learning test at school has been realized as a problem that need to be identified more to know what factors are becoming the causes. There are many factors which may become the reason of why the students get remedial on their English subject test. In this research, the factors which are tried to be identified whether they cause the students in getting remedial are the internal and external factors. The factors which come from the internal include;

### a. The students' motivation

The indicators which are identified to recognize the students' motivation include; the students' English learning participation at class, student's English learning at home, student's feeling in learning English subject, efforts in facing difficulties in learning, motivation and spirit joining the English subject class, eagerness to reach their achievement, and the completion of their English subject tasks.

### b. The students' physical condition

The indicators which are identified to recognize the students' physical condition include; the condition of the physic and the ability of their eyes to see and ears to hear.

c. The students' emotional disturbance

The indicators which are identified to recognize the students' emotional disturbance include; the students' worries, the students' negative thinking, the ignorance of the given tasks, rejection of the others' opinion, and the ability to communicate with others.

d. The students' learning attitude

The indicators which are identified to recognize the students' learning attitude include; the students implement the English learning schedule, the students read text books, the students make notes, the accomplishment of the learning task at home, the students focus and concentrate in joining the English subject class, learning by self at home.

While, the factors which come from the external include;

a. The family factor

The indicators which are identified to recognize the students' family factor include; the parents' warning, parents' help towards the children's learning problem, the learning condition at home, the learning facilities at home, and the parents' attention towards the students' learning activity.

b. The school environment

The indicators which are identified to recognize the school environment factor include; the condition of the class, teaching method, students' interaction, the teacher's interaction towards the students, and the students' obedience towards the school rules.

c. The teacher's teaching strategy

The indicators which are identified to recognize the teacher's teaching strategy include; the way of teacher explains the learning material, the using of the time in the class, giving an example, the teacher gives chance to the students to ask, and the teacher answers the students' questions.

d. Learning facilities at home

The indicators which are identified to recognize the learning facilities at home include; the availability of learning room at home, table and chairs, lights, and learning source.

e. Learning facilities at school

The indicators which are identified to recognize the learning facilities at school include; the teaching media, books, library, lights, and the class condition.

f. Mass media

The indicators which are identified to recognize the existence of mass media in affecting the students in getting remedial include; the students' tendency in using gadget/ watching television, the frequency of using mass media, and the time of the students watching television/ playing the gadget.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter outlines about the related findings, some pertinent idea, and theoretical framework.

#### *A. Some Previous Related Research Findings*

A lot of researches related to the remedial term have been conducted. The researchers have reported their researches both of the cause remedial as well as the analysis of its implementation. Some findings of the related research are presented in section as follows :

Hatmi (2014) analyzed the factors of the learning difficulties facing by the remedial students of the three subjects of national examination in SMPN 3 Tanah Putih, Rokan Hilir Regency. He found that the cause the remedial students in having the difficulties in learning subjects of national examination is related to the students' internal and external factor. The internal factors include motivation, emotional disturbance, and physical condition, while, the external factors can be seen at their families and school environment, and the factors of teaching strategy by the teachers.

Another research, Pradika, Kriswandani & Yuniarta (2014) analyzed the external factors of students' learning difficulties in Mathematic subject at MTS Amal Sholeh, Getasan District. They found that the external factors of learning difficulties in Mathematic subject are the lack of learning facilities, the

uncomfortable learning area, unsupported learning situation at home and the mass media which influences the students' learning achievement.

Furthermore, Sativa (2013) conducted research to find out the cause of students' low achievement in learning in SMKN Padang. The result of the research showed that there is internal and external factors which cause the students get low achievement in learning. The internal factors can be seen from the students' unhealthy physical condition, bad students' learning attitude and habit, and lack of motivation. While, the external factors are related to the students' social and non social factors. The students' social factor like the bad relationship among the students, humiliating each other can cause low achievement in learning. Furthermore, non social factors can be seen from the students' learning facilities at home, like laptop, books, etc.

The first research above talks about the learning difficulties facing by the remedial students of the three subjects of national examination. The second research analyzed the external factors of students' learning difficulties in Mathematic subject at MTS Amal Sholeh, Getasan District. The last research found out the cause of students' low learning achievement at their study. Comparing to this research, the researcher will analyze the causes of remedial in English subject test which are based on the existence of the learning difficulties which cause the students get remedial on their English subject test.

## **B. *Some Pertinent Ideas***

### **1. Learning Difficulties**

Learning difficulties is one of condition which causes the students are difficult to learn and accept the learning material (Dalyono, 1997). The condition of students which are difficult to understand the subject material in the school is the condition where the students' competence or achievement which they get does not fulfill the standard criterion that has been decided. Moreover, Allan in Mulyadi (2010) stated that a learning difficulty represents a discrepancy between the students' estimated academic potential and their actual level of academic performance.

The difficulties in learning will create a condition where the students are not be able to study as the way they should be that cause them in getting low learning achievement. The students who have problem or difficulties with their learning activity can be recognized, that they usually show or obtain the low result of their tasks in the class, they do passive participation in the class, and they sometimes need much time to accomplish their tasks (Entang, 1983). Moreover, the difficulties that they students get in their learning can make them feel dissatisfaction and make them not want to learn or go to school anymore. The difficulties in learning on the students can be known through how the students do their test. The mistakes which they do in answering their test means they do not master or know the material or the learning competence that makes them do not answer the right answer.

The students who have a good achievement at their learning will have a positive change on their cognitive, their cognitive change can be seen at their achievement or their score when they have got their test. The low achievement or low score test that the students get is caused by the difficulties that they get on their learning. According to Entang (1983), the students who are expected that potentially they can show a good achievement or good test score but in fact they show the contrary even worse than their friends can be indicated as something that hamper or slow them down in learning, understanding, and mastering their subject learning at class.

Based on the explanation above, it can be concluded that the learning difficulties is the reasons that cause the students difficult to understand and master their learning subject at class that cause them do not reach their learning competence. The students who have difficulties at their learning process will feel difficult to understand what their teacher explains about the learning material, then they will be lazy to study, ignore the learning and their given tasks.

## **2. The Factors of Learning Difficulties**

The factors which may cause the learning difficulties at school are varied. The factors that have role or affect the learning can be classified into two; the factors that come from students' internal and external factor.

### **a. Internal factors**

According to Dalyono (1997), he explained there are two factors that cause difficulties in learning. They are internal and external factors of students. The internal factors come from;

- 1) The students' physically condition: The students' health will influence their learning process like when the students suffer a disease or when they are sick or when they have physical defect (Slamento, 2010). When the students are tired, lack of spirit, easy to feel sleepy in the class, they will affect their learning activity, while, the physical defect is the condition of students where there is an imperfection at their physic or body, like the condition of their senses of sight and hearing. The learning process of the students will be hampered if they are not in a good condition to accept the learning material.
- 2) The learning motivation: Dimyati and Mudijono in Sugihartono (2013) explained that motivation is one of the internal factors that may affect the students' learning process. According to Sardiman (2006) motivation is the whole power of moving spirit in the inside of the students that cause the activity of learning that ensures the continuance and the activity of learning. The low motivation will lower the students' learning activity that influences the students' learning achievement.
- 3) The students' learning attitude: Dimyati and Mudijono in Sugihartono (2013) explained that the students' learning attitude is the readiness of the students to act to learn. The passive action, lack of confidence are the factors that hamper the students' learning process, therefore, it will affect the students' learning achievement.
- 4) Emotional disturbance of the students: Cooper and Swaf in Agus (2005) defined the emotional intelligence is the ability to sense, understand, and

effectively apply the power and acumen of emotions as a source of human energy, information, connection, and influence. *National Center for Clinical Infant Programs* in Hidanah (2016) reported that the successful learning at school is not only caused by the fact that the students have a good cognitive, but also the management of the emotional of the students, so that they can manage themselves not to be a bad students, follow the good directions and express their needs when they socialize with their friends or teachers. On the report, most of the students who have a bad achievement at their learning do not have one of the indicators of the emotional intelligence.

b. External factors

- 1) Family factor: Diaz (2003) explained that in general, the various studies which attempt to explain academic failure do so beginning with three elements that intervene in education; parents (family causal factors), teachers (academic causal factors), and students (personal causal factors). In addition, Slameto (2010) stated that the family gives a big influence for people's life. People interact much with their family and influence their act, attitude, and achievement.

2) The school environment;

- a) Teaching method: Slameto (1994) defined the teaching method as the way of the teacher to deliver or explain their teaching material. Unsupported teaching method will affect the students in understanding the lesson which is explained by the teacher. For example, when the



teacher do not have a good preparation and do not master the material, or the teacher do not have a good attention to the students, then it will affect the students to understand the learning material.

b) The relationship among the students

Sometimes in the class, among the students do not have a good relationship. It can be caused by many factors like some students are isolated by their other friends, competition, a bad behavior of certain students that their friends do not like, this phenomenon sometimes the teacher does not realize that it happens and exists in the class. Creating a good relationship among the students is very important to make the students that they can learn without they have to feel under pressure from their friends who do not like them.

c) The relationship between the teacher and the students

Slameto (1994) explained that the way of the students learn is influenced by the relationship with the teacher. If it creates a good relationship, the students will like the way of the teacher explains, the students will like the subject, then they will be motivated to study better. The teacher who does not have a good attention to the students or the teacher is an ignorant person, then, it will make the learning process is not effective, the students will feel unwilling to do something like asking a questions, and etc.

d) School discipline

The school discipline gives a big influence to the diligence of the students in learning. The school discipline includes the discipline of the teacher in teaching and implementing the school rules, the discipline of the students, etc. Therefore, to make the students good in their learning process, they also have to be good as students who do not break the school rules and disciplines. To create a discipline student, all the school employee also should be discipline.

e) The condition of the class

The condition of the class affects the students in learning, if they feel comfortable to learn in a good, clean, and comfort class, then they will be easier to focus to the learning process.

- 3) The teacher's teaching strategy: According to Siswoyo (2008), he stated that teacher is the person who has the responsibility towards the process of education to help the students to be a mature and responsible person who knows their life purpose. Teacher has a big influence to the successful learning of the students. The appropriate strategy which is applied by the teacher to explain the material will affect the students on how far the students can understand the material based on the strategy used by teacher.

If the teachers are doing mistakes by applying unsupported strategy to explain the lesson, then the students will be difficult to understand. The using of the effective time to explain the material or the good time

management that becomes the teacher's responsibility is very important for the students to understand the learning material effectively.

- 4) The learning facilities at school: Learning facilities at school to support the students on their learning process includes in non social factor of students' learning. The facilities like laptop, LCD, books, library, etc, are very important for the students to understand and to support the material when explained by the teacher. Muhroji in Susila (2014) stated that learning facilities is the all things which are needed in the teaching and learning process to obtain the purpose of education effectively and efficiently.
- 5) The learning facilities at home: The main problem which the students face most is the problem of learning. Sometimes the students get difficulties to choose the best method to learn, they also find difficulties to manage their time to study, and they are difficult to motivate themselves. Those problems are caused by factors which is one of them is the lack of learning facilities at home. The complete facilities which are fulfilled by the parents at home will affect the students to have a good learning achievement, because they have the supported facilities towards their learning material, this will motivate them to study better. Ahmadi and Supriyono (2004) stated that the condition in which the students have their own facilities to learn will ease their way to study.
- 6) Mass media: mass media is one of the effective ways to communicate or share information. The English as a subject learning at school are very easy to learn and find any information about the English subject by the

students through the mass media like television and the internet. Moreover, the using of mass media sometimes by the students is not used appropriately that it can support them to learn, but most of them use the internet or watch the television to see or to spend their time for game or something like that. Zaenuddin in Fadilah (2011) in his research found that there was a significant negative impact between watching television towards the students' learning achievement. This happened because the students get addicted to the television program that they always watch and then it makes the students cannot manage their study well and ignore their responsibility to study.

### **3. Remedial**

In this case, remedial is defined as a condition of students who cannot get the standard marks after they are given tests at school, whether it is a mid test or a test given after learning certain material per chapter. Cambridge Advanced Learner's Dictionary (2008) defines the word "Remedial" that is describing or relating to teaching which is intended to help people who have difficulties in reading or writing. Djamarah & Zain (2006) explains that remedial is a condition where 75 % students who get the minimal score on study result should conduct remedial. The teaching and learning process is categorized successful if the result of the students' formative test fulfills instructional objective of teaching material.

According to Rustam (2014:5), remedial is a one of activity which is conducted if the students do not reach the learning competence. Sukmara in Rustam (2014:5) added that the ideal criteria for the completeness for each

indicator must be 75%, in that means for every student who obtains marks under the 75% or under the KKM must conduct remedial as the emendation of their learning result.

One of the purposes of teaching and learning at the class is that the students can understand and master the lesson explained by the teacher. But, every student has the different level of understanding. Their learning result is the form of how they learn. According to Keller in Abdurrahman (2003:38), learning result is the result of a process system which comes in a form of some information. The input is defined into two; personal input and environmental input. The personal input comes from four things, they are; (1) motivation, (2) expectancy, (3) intelligence, (4) cognitive evaluation towards fittingness or consequences of justice. While, the environmental input stands for three things, they are; (1) plans and motivational management, (2) learning activity management, (3) reinforcement management.

In addition, Abdurrahman (2003:13) explains students' learning achievements can be caused by internal and external factors. The internal factor is caused by the existence of neurological disfunction (learning disabilities). While, the external factor can be caused by the wrong learning strategy, the learning management does not improve the learning motivation, and the wrong given reinforcement in learning. Learning difficulties have criteria, they are; brain difunction, difficulties on academic task, low learning achievement not more than capacity of intelligence they have, etc.

Moreover, Suryabrata in Ribiyanti (2015:16) explains the internal and external factors of learning achievement. The internal factors are consisted into

two; they are physiology and psychology (motivation, interest, attitude, personality, etc). While, the external factors are divided into two; non social (the condition of learning environment) and social factors (family, school, and environment condition).

#### **4. English Subject**

English as the international language takes a crucial thing to learn by people for communication needs among people from any countries. In Indonesia, English language is taken as an important subject at school, and counted as one of subject tested in the national examination. Therefore, English is learnt by the students in any level of education. According to Alwasilah in Fahrawaty (2014:2), English language should be included into the curriculum, because of the importance of it towards the Indonesian generation development.

Since English is counted as a subject learning at school, there are many problems existed related to the effectiveness of learning the English by the students and teaching the English by the teachers. It can be realized that many students still cannot understand well or even do not understand a thing from what is explained by the teacher, then it affects to their learning achievement. This should be observed more whether it is the teacher or the student who becomes the problem on this phenomenon. Chodidjah in Sutiyono (2014:8) says that the teacher still cannot be categorized as a successful person in giving a good example in using the English. One of the main problem is that the way of the teacher interacts and applies the language to the students, as we know that the teacher as the facilitator and catalyst to support the students' language potential.



Realizing that English has become a global language which spoken by people all over the world, the government in this case is the ministry of education tries to repair the educational system of Indonesia through the curriculum in order that the English is appropriate with the students' needs. The new curriculum 2013 is the form of the consideration in formulating the English language learning is appropriate with the students' need. Fahrawaty (2014:6) explains that the English learning material in the new curriculum 2013 gives the opportunity to the students to express their idea which agrees with what they experience in their daily life, the learning material includes the variety culture of Indonesia.

### **5. Test**

In teaching English in Indonesia should be different when teaching English in the native place. Considering English as a foreign language learnt by the students and taught by the teacher at school as a subject formally should be processed and applied based on the curriculum. (Jabu, 2008: 53). The term of evaluation in the education is used to describe an activity which to find out and show the result of learning achievement and the quality of teaching process by the students and the teacher. "Achievement assessments are designed to assess what students know, and presumably they reflect what has been taught in the classroom"( Gay in Santrock 2004).

Evaluation in the English subject learning is an activity to find out the achievement of the students about the English language which they have learnt , "language test is defined as any means of checking what students can do with language" (Jabu, 2008:1). Assessing the students' learning achievement is

processed by using test. Longman (2008) defines test as a set of questions, exercises, or practical activities to measure someone's skill, ability, or knowledge. While, according to Nurgiyantoro (2010:7), test is an instrument or systematic procedure to measure a sample of attitude like how good someone's achievement at work by using quantitative data.. "Tests are sometimes used to find out difficulties, ....to identify areas for remediation" (Cohen & Swerdlik, 2010).

English language mid testing or testing after learning per chapter in Senior high school is using the written and the spoken test. The written test can be applied by using the objective test, matching test, Essay test and etc while, the spoken test is given to students by answering the questions from the teacher.

The teacher who is responsible to the test making should give attention more to the each questions of the test. They should not be both very difficult and very easy. The difficult and easy test does not measure the real understanding of the students. A test which does not measure the students' capability to what they have learnt can cause them getting the low achievement result or they should have remedial. Tuckman in Nurgiyantoro (2010:150) states that the test instrument should be responsible at appropriateness, validity, reliability, interpretability, and usability. Therefore, English language testing should be based on the curriculum which manages what is appropriate to the students need towards the English learning at school.

The curriculum of 2013 gives the opportunity to the students to express their idea which agrees with what they experience in their daily life. The teachers should understand this basic understanding of curriculum in creating a good and

creative test which is far from what has already known by the students that the English subject is difficult to learn. For example, in making test, the teacher should provide an easy introduction to overcome the psychological apathy of the students (Jabu, 2008:42). A test should not become a problem which cause the students fail at their exams. Besides, the test is commonly based on the teacher-made test. Therefore, the test actually should be considered by the students as a moment to raise their spirit to learn.



## CHAPTER III

### RESEARCH METHOD

This chapter deals with research design, research variables, setting of research, research subject, research instrument, data collection procedures, data analysis technique.

#### ***A. Research Method***

##### ***1. Research Design***

This research applied a descriptive research with a qualitative and quantitative approach (mix-methods). According to Aditya (2009) descriptive research is a research which explains phenomenon or individual characteristic, situation or certain group accurately. The descriptive research aims to give description of a condition objectively. While, the qualitative research is a process of inquiry such conducted in settings where people naturally interact (Angrosino in Latief 2013). The qualitative research analyses words rather than numbers, and by reporting the detailed views of the people who have been studied. The research seeks to understand the what, how, when, and where of an event in order to establish its meaning.

To find the valid data in this research of Analyzing the Causes of Remedial in English Subject Test at the First Year Students of Senior High School 1 Majauleng of Wajo Regency, the researcher applied the data collection technique through observations, interviews and questionnaires. The internal and external factors of remedial were obtained through the three instruments above.

### ***B. Setting of Research***

This research was conducted in Senior High School 1 Majauleng, Wajo Regency. This school is located about 180 km from Makassar, the capital city of South Sulawesi. Therefore, the areas were crowded enough. The school is accredited A. The school is in a good condition both the buildings and the qualification of the teachers. The research started during March until September 2017.

### ***C. Research Subject***

The subject of this research were the English teacher of grade ten and all the students in grade ten who got remedial score in their English subject test.

### ***D. Research Instrument***

#### **1 Observation Guide**

Observation is commonly defined as an activity to do to find out information through utilizing the visual sense. Then, from what is seen by the visual sense can be given a description. The description of term “observation” in research according to Latief (2013:77) is an activity to gather data which does not only use the visual sense but also all the senses in order to get the valid and reliable data. This research applied the descriptive research through qualitative and quantitative approach. The data which was obtained through the observation was done by observing the situation or phenomenon to gather the primary data that is the information of the external and internal factors of students. The data which was collected through observation was the data about what the researcher observed in the school and class about the students’ learning participation in the class, the

students' attention in the learning process, the interaction among the students, and between the teacher and the students, the students' verbal and nonverbal activity in the class, the school environment condition, the social interaction among people in the school, the teacher's teaching strategy, the teaching media, the learning main activity in the class, and the mass media which is used in the school.

## 2 Interview Guide

Interview in research is one of ways to gather to collect data on factual information as well as information on people's attitude. Furthermore, Gall in Latief (2013) explains the interview as an instrument to collect which is done by direct verbal interaction between two people or more. To get the data of this research, the researcher used interview considering the advantage in which the subjects (the teacher and the students) give the needed information orally and face-to-face related to what the students get or experience related to their learning, class, test outside the class activity, motivation in learning English, the way of the teacher explains the learning material and much more which probably become the cause of remedial. Moreover, Khan in Latief (2013) states that interview as a way of data gathering is effective in which the subject of research or the interviewer will give what information of what the interviewee needs.

## 3 Questionnaire Guide

Questionnaire is one of an instrument in a research which is commonly used in order to gather data from the subject of the research relating to their behavior or opinion and answer of a particular issue. Pujiastuti (2010) explains that

questionnaire can be used to get particular information of the research subject, like attitude, opinion, expectation, and what the respondent wants.

This kind of questionnaire were close-ended questions to know the respondents' demographic, it means that there were given alternative choices/answers on the questionnaires. The questionnaire which was used in this research referred to the parameter of likert scale. The alternative choices were categorized as SS (Sangat Sesuai, very true), S (sesuai, true), TS (Tidak Sesuai, wrong) and STS (Sangat Tidak Sesuai, very wrong). The indicators of the questionnaires also asked about the students' internal and external factors of students in getting remedial.

#### ***E. Data Collection Procedures***

The techniques of data collection used in this research were observation, interview, and distributing questionnaires. The observation description was observed first when the learning and teaching process is held, because some of the indicators need to observe the students' activity in their social and non social condition. In this process of obtaining the data, the researcher took a documentation using camera video recorder. This helped the data from the observation list to be more valid.

The researcher distributed questionnaires after having the data or the information about the remedial students. The idea of questions in the questionnaire was in the same basic idea but it tends to be more particular. The

data from the questionnaires were analyzed through quantitative method which was processed statically.

The researcher conducted the interview to the students and the teacher after distributing questionnaires to find out particular information related to the personal and environmental inputs which affect the student's English learning achievement after the given test. Those inputs can be categorized as the probable cause of the remedial. The interview was recorded in order to make easy the researcher to analyze the information and also the researcher took a note to write any important things in case may support what the interviewer said like the way or attitude of the interviewer answers the question which shows strong opinion. The interview was analyzed in a qualitative method which was processed the data with description analysis.

#### ***F. Data Analysis Technique***

##### **1 Qualitative Data**

Data analysis is a process of managing the data which is obtained, whether the data is from the interview script, field notes, and any materials which are accumulated to understand and enable to present the data or the information (Sugiyono in Syahrul, 2016: 21). After the researcher collected the data, from the observation and interview, they were analyzed through descriptive analysis which involved the description and interpretation of the data. The data from the result of observation and interview were interpreted into own sentences.



The data which was obtained from the observation of students' external and internal factors of learning were analyzed by the researcher to interpret them in order to understand the data which may cause the students' learning achievement which in this case, the cause of students' getting remedial in English test. The data was processed with own sentences according to what the researcher obtain of the data, understand the theory and connects the theory and the data collection of observation.

The Interview data was analyzed descriptively through transcribing them into written text. The actual data of interview needed to be read entirely in order to understand and achieve closeness and sense of the data. Reducing the data was done to make the researcher focuses to the information of the main topic research. The data which indicated giving information to the probable cause of remedial will be coded. The researcher finally investigated the data through connect them into the understanding of the theory whether the data gave the answer of the remedial causes or factors on the remedial of the first year students's of Senior High School 1 Majauleng.

## 2 Quantitative Data

The data which was analyzed through quantitative approach is the data from the questionnaire. The responds of the respondents from the questionnaire were tabulated and identified statistically through SPSS. The response of the respondent are given the score which are (SS=4, S=3, TS=2, and STS= 1 for positive items of statement and SS=1, S=2, TS=3, and STS=4, for the negative statements). After that, the scores which are obtained from the respondents'

responses are sum to be analyzed through SPSS data analysis. The SPSS analysis explained the characteristic of the data and as the basis for the researcher to make the table of data distribution to find the percentage of the students' responds through the indicator of internal and external factors from the questionnaire

Before obtaining the description of the internal factors of the remedial students' learning difficulties, the researcher tabulated the data which was obtained from the questionnaire, each indicators from both internal and external factors was analyzed statistically and mathematically through SPSS and put into table distribution of frequency of students in each the category. Finally the researcher described and showed the data findings of each indicators of internal and external factors of remedial and compare them to what findings were obtained from the observation and interview.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter consists of findings of the research and its discussion. The findings of the research present and describe the internal and external factors of remedial in English Subject test of students. In this chapter, the researcher analyzed the data consisting of the result of Questionnaires, observation, and interview

#### **A. Findings**

The followings are the findings of the research of the internal and external factors of remedial causes at English subject test of the First Year Students of Senior High School 1 Majauleng, Wajo Regency based on the statistical analysis of the questionnaires, the interviews, and the description result of the observation.

#### **1. The factors of students' remedial based on the internal factors**

##### **a. Students' motivation**

##### **1) The finding of the data collection from the questionnaires**

The criteria of tendency of students' motivation from the internal factors to cause the students to get remedial can be seen from the table frequency distribution below :

Category	Interval	Frequency	Percentage
Very low	7 – 12.25	0	0 %
Low	12.25 – 17.5	8	22.2 %

High	17.5 – 22.75	23	63.9 %
Very High	22.75 - 28	5	13.9 %
Sum		36	

The table above explains that the students' motivation does not become the cause of student's remedial in English subject test because it shows the high percentage (63.9 %) in the high category, which means that the students have a high motivation in learning English subject. The students who have a high motivation in learning English subject can reduce the probability of causing them getting remedial.

The characteristic of the data analysis of the motivation factors of remedial in students' English test can be seen on the table below :

Statistic	Statistic result
Mean	19.6667
Std. Error of Mean	41019
Median	20,0000
Mode	20.00
Std. Deviation	2.46113
Variance	6.057

Range	10.00
Minimum	15.00
Maximum	25.00

The factor of the students' motivation in causing remedial in English subject test can be seen from the diligence of students in joining the English class, students' learning activity at home, students' effort in facing any English material which they do not understand, eagerness to have a good English learning achievement, doing their homework, etc. In order to find out whether the students' motivation can cause them in getting English remedial, the researcher used the motivation as a one of indicator in the questionnaire which has seven questions.

The data which was gained from the respondents' answers and then processed into tabulated data, it showed the minimum score 15.00, the maximum score 25.00, Mean 19.6667, mode 20.0000, mode 20.00, and the standard deviation 2.46113.

## **2) The finding of the data collection from the interviews**

Based on the interview with the teacher, the researcher found the information that based on the teacher's opinion, the students had a lack motivation to learn the English subject, but the teacher discovered his own interesting strategy that he thought was successful to built the students motivation in learning the English subject during he taught the class for four years such as giving the students speaking interaction, singing a song to start the class, and giving vocabulary.

While, from the interview with the students, the researcher found the information that the students had a high motivation to learn English. They were interested to learn the English because it is an international language.

### **3) The finding of the data collection from the observation**

Based on the observation, the researcher noticed that the students' participation, feeling, and attention were showed that the students had a high motivation in learning the English subject. The students were excited to join the class. All the students gave their responses when the teacher asked them one by one even they had to answer by using English. They were very enthusiastic when the teacher began the class by singing together.

#### **b. Students' physical condition**

##### **1) The finding of the data collection from the questionnaires**

The criteria of tendency of students' physical condition from the internal factors to cause the students to get remedial can be seen from the table frequency distribution below :

Category	Interval	Frequency	Percentage
Very low	4 - 7	0	0 %
Low	7 - 10	13	36.1 %
High	10 - 13	18	50 %
Very High	13 - 16	5	13.9 %

Sum		36	100
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The table above explains that the students' physical condition does not become the cause of student's remedial in English subject test because it shows the high percentage (50 %) in the high category which means that the students have a high tendency to show that students having a good physical condition. It can be concluded that the factor of students' physical condition does not give contribution in causing the students in getting remedial in their English subject test.

The characteristics of the data analysis of the physical condition factor of students' English subject test remedial can be seen at the table below:

Statistic	Statistic result
Mean	10.5278
Std. Error of Mean	29408
Median	10.0000
Mode	12.00
Std. Deviation	1.76451
Variance	3.113
Range	6.00

Minimum	8.00
Maximum	14.00

The students' physical condition is one of the factors which can affect the students in getting their learning result. In this research, the students' physical condition can be measured based on their physical condition whether there are any physical defects such as deafness and sight trouble. In order to find out whether there are remedial factors from the students' physical matter, the researcher included this factor in the questionnaire which has four items of questions.

The data which was gained from the respondents' answers and then processed into tabulated data, it showed the minimum score 8.00, the maximum score 14.00, Mean 10.5278, mode 12.00 and the standard deviation 1.76451.

## **2) The finding of the data collection from the observation**

Based on the observation, the researcher noticed that the students' physical conditions were good and supported them to join the English learning activity. There were no students at class who had a physical defect. There were also no students who wore glasses. The researcher also asked the students who sat in the backside whether they can hear and see what the teacher said and wrote, then, they said that it was clear enough.





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### c. Students' emotional disturbances

#### 1) The finding of the data collection from the questionnaires

The criteria of tendency of students' emotional disturbances from the internal factors to cause the students to get remedial can be seen from the table frequency distribution below :

Category	Interval	Frequency	Percentage
Very low	5 – 8.75	0	0 %
Low	8.75 – 12.5	17	47.2 %
High	12.5 – 16.25	19	52.8 %
Very High	16.25 - 20	0	0 %
Sum		36	100

The table above explains that the students' emotional disturbance does not become the cause of student's remedial in English subject test because it shows the high percentage (52.8 %) in the high category which means that the students have a high tendency to show that students having a good emotional or there is no emotional disturbances of students which cause difficulties for students to learn the English subject or to cause them having remedial.

The characteristics of the data analysis of the emotional disturbance factor of students' English subject test remedial can be seen at the table below:

Statistic	Statistic result
Mean	12.6111
Std. Error of Mean	32435
Median	13.0000
Mode	14.00
Std. Deviation	1.94610
Variance	3.787
Range	7.00
Minimum	9.00
Maximum	16.00

To get the data about the factor of students' emotional disturbance in causing remedial in English subject test, the researcher put five items of question in the questionnaire. The students' emotional disturbances can be observed through the dimensions; the students can realize their self emotion, the students can manage their self emotion, the students can motivate themselves, the students can realize the others' emotion, and the students can make a good relationship with others.

The data which was gained from the respondents' answers and then processed into tabulated data, it showed the minimum score 9.00, the maximum score 16.00, Mean 12.6111, mode 14.00 and the standard deviation 1.94610.

## **2) The finding of the data collection from the observations**

Based on the observation, the researcher noticed that the students had a good interaction with the teacher and they interacted with each other well. The students never insulted each other or had a fight. The boy and the girl students also had a good interaction and communication. Even though at out of the classroom, the researcher noticed that each students sat together in the school garden. The interaction was not only good by each student, but also with the teacher.

### **d. Students' learning attitude**

#### **1) The finding of the data collection from the questionnaires**

The criteria of tendency of students' learning attitude from the internal factors to cause the students to get remedial can be seen from the table frequency distribution below :

Category	Interval	Frequency	Percentage
Very low	6 – 10.5	0	0 %
Low	10.5 – 15	11	30.6 %
High	15 – 19.5	20	55.5 %
Very High	19.5 - 24	5	13.9%

The table above explains that the students' learning attitude does not become the cause of student's remedial in English subject test because it shows the high percentage (55.5 %) in the high category which means that the students have a high tendency of good learning attitude. Therefore, this factor does not become the factor of the students remedial in English subject test.

The characteristics of the data analysis of the learning attitude factor of students' English subject test remedial can be seen at the table below:

Statistic	Statistic result
Mean	15.9722
Std. Error of Mean	45511
Median	15.0000
Mode	15.00
Std. Deviation	2.73063
Variance	7.456
Range	11.00
Minimum	11.00
Maximum	22.00

The researcher analyzed the factor of students' learning attitude to find out whether this factor may cause the students in getting remedial at their English test through asking six items of questions in the questionnaire. The result showed from the tabulated data that the minimum score 11.00, the maximum score 22.00, Mean 15.9722, mode 15.00 and the standard deviation 2.73063.

## **2) The finding of the data collection from the interviews**

Based on the interview which was conducted with the students, the researcher found information about the students' learning attitude. One of students' attitudes in joining the English subject class was their responds of the difficulties which they found in learning the English subject. They had a good effort to try to understand about the materials that they did not understand by asking their friends or their teacher. It means that they tried to focus on the learning material, once they got difficulties to understand then they asked their friends or teacher to explain them more.

## **3) The finding of the data collection from the observations**

The researcher noticed that the students did many verbal activities. Some took note about the material; when the teacher was explaining. Some students also tried to make fun by saying a joke so the class was full of laugh and fun. There were also some students who sat in the back did not talk too much. The researcher asked them whether they got the explanation or not and they just said that they understood enough.

## 2. The factors of students' remedial based on the internal factors

### a. Families factor

#### 1) The finding of the data collection from the questionnaires

The criteria of tendency of students' families factor the external factors to cause the students to get remedial can be seen from the table frequency distribution below :

Category	Interval	Frequency	Percentage
Very low	5 – 8.75	0	0 %
Low	8.75 – 12.5	6	16.7 %
High	12.5 – 16.25	23	63.9 %
Very High	16.25 - 20	7	19.4 %
Sum		36	

The table above explains that the students' family factor does not become the cause of student's remedial in English subject test because it shows the high percentage (63.9 %) in the high category which means that the students have a high tendency of good family who supports their English learning activity at home. Therefore, this factor does not become the factor of the students remedial in English subject test.

The characteristics of the data analysis of the families factor of students' English subject test remedial can be seen at the table below:

Statistic	Statistic result
Mean	14.5000
Std. Error of Mean	40532
Median	14.0000
Mode	13.00
Std. Deviation	2.43193
Variance	5.914
Range	11.00
Minimum	9.00
Maximum	20.00

Number of items of family factor when data was collected through the questionnaire was five items. After tabulating the data and calculating it through SPSS, it showed the minimum score 9.00, maximum score 20.00, mean 14.5000, median 14.0000, and mode 13.00.

## **2) The finding of the data collection from the interviews**

Based on the interview which was conducted with the students, the researcher found the information that the condition of the students' families supported the students in learning the English subject. The parents gave the students attention



towards their English learning activity at school by asking their children's English learning achievement. The communication between the children and the parents were also good. Even the students got remedial, then they directly told their parents the result of their test.

## **b. School environment**

### **1) The finding of the data collection from the questionnaires**

The criteria of tendency of school environment factor of the external factors to cause the students to get remedial can be seen from the table frequency distribution below :

Category	Interval	Frequency	Percentage
Very low	5 – 8.75	0	0 %
Low	8.75 – 12.5	8	22.3 %
High	12.5 – 16.25	25	69.4%
Very High	16.25 - 20	3	8.3 %
Sum		36	100

The table above explains that the school environment does not become the cause of student's remedial in English subject test because it shows the high percentage (69.4 %) in the high category which means that the school have a high tendency to support the students' English learning activity and learning result.

Therefore, this factor does not become the factor of the students remedial in English subject test.

The characteristics of the data analysis of the school environment factor of students' English subject test remedial can be seen at the table below:

Statistic	Statistic result
Mean	14.0556
Std. Error of Mean	33793
Median	14.0000
Mode	14.00
Std. Deviation	2.02759
Variance	4.111
Range	8.00
Minimum	10.00
Maximum	18.00

The school environment is one of the factors which can affect the students' learning result. Based on the data collection through the questionnaires, there were five items of questions on the questionnaire which have been answered by 36 respondents. After tabulating and calculating the data through SPSS, it showed the

minimum score 10.00, the maximum score 18.00, Mean 14.0556, mode 14.00, and the standard deviation 2.02759.

## **2) The finding of the data collection from the interviews**

Based on the interview which was conducted with the students, the researcher found the information that the teacher as one of important part in the school environment had a good support to students to pass their English subject test. The students said that their teacher always gave them supports, suggestions, attention and helps in learning English when they found difficulties.

## **3) The finding of the data collection from the observations**

From the observation the researcher noticed that the school condition was very proper. Some buildings also were rebuilt. The researcher also noticed there was no broken building. The school environment was also good as well, it was green and clean. The social interaction among the people at school was also good. The school had rules which obeyed by whole people at school.

### **c. Teacher's teaching strategy**

#### **1) The finding of the data collection from the questionnaires**

The criteria of tendency of teacher's teaching strategy factor of the external factors to cause the students to get remedial can be seen from the table frequency distribution below :

Category	Interval	Frequency	Percentage
Very low	5 – 8.75	0	0 %
Low	8.75 – 12.5	5	13.9 %
High	12.5 – 16.25	25	69.4%
Very High	16.25 - 20	6	16.7 %
Sum		36	100

The table above explains that the teacher's teaching strategy does not become the cause of student's remedial in English subject test because it shows the high percentage (69.4 %) in the high category which means that the way of teacher teaches or teacher's teaching strategy have a high tendency to support the students' English learning result. Therefore, this factor does not become the factor of the students remedial in English subject test.

The characteristics of the data analysis of the teacher's teaching strategy factor of students' English subject test remedial can be seen at the table below:

Statistic	Statistic result
Mean	14.9722
Std. Error of Mean	38315
Median	15.0000

Mode	15.00
Std. Deviation	2.29890
Variance	5.285
Range	10.00
Minimum	10.00
Maximum	20.00

Based on the data collection through the questionnaires, there were five items of questions on the questionnaire which have been answered by 36 respondents. After tabulating and calculating the data through SPSS, it showed the minimum score 10.00, the maximum score 20.00, Mean 14.9722, mode 15.00, and the standard deviation 2.29890.

## **2) The finding of the data collection from the interviews**

Based on the interview which was conducted with the teacher, the researcher found that the teacher had his strategy to make the students feel enjoy to learn the English subject at class. The strategy which was used by the teacher in teaching the English subject at class was thought as the best way and effective towards the students' English learning achievement. The strategies applied by the teacher were creating a very comfortable condition in learning by singing a song at the beginning of the class. The teacher also used a direct method that the students are required to using full English in the English subject class. They had to spoke and

answered by using English, even they sometimes made a lot of mistakes. This was thought by the teacher as the way to built the students' interests and motivations to enjoy learning the English subject. While, from the interviews with the students, they admitted that they can catch or understand what their teacher explained even not all his explanation.

### **3) The finding of the data collection from the observations**

The researcher found information through the observation of the teacher's teaching strategy that the teacher taught the English material at the beginning at the class until the end with creating fun situation and condition. There was no boredom showed by the students. All the students were paying attention and excited to join the class. The teacher did a lot interactions with the students by speaking full English. They were reminded to follow the class rules that they were not allowed to come late and take permission for unimportant things. After that, the students sang a song before learning as an ice breaking, then, the teacher checked the attendance list of students and asked them several questions such as their condition and feeling to join the English subject class. At the end of the class The teacher ordered the students to count number one after the others.

#### **d. Learning facilities at home**

##### **1) The finding of the data collection from the questionnaire**

The criteria of tendency of the learning facilities at home factor of the external factors to cause the students to get remedial can be seen from the table frequency distribution below :

Category	Interval	Frequency	Percentage
Very low	5 – 8.75	0	0 %
Low	8.75 – 12.5	7	19.4 %
High	12.5 – 16.25	20	55.6%
Very High	16.25 - 20	9	25

The learning facilities at home does not become the cause of student's remedial in English subject test because the table shows the high percentage (55.6 %) in the high category which means that the learning facilities at home have a high tendency to support the students' English learning activity at home and support their English learning result. Therefore, this factor does not become the factor of the students remedial in English subject test.

The characteristics of the data analysis of the learning facilities at home factor of students' English subject test remedial can be seen at the table below:

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 MAKASSAR

Statistic	Statistic result
Mean	15.1111
Std. Error of Mean	43785
Median	15.0000
Mode	12.00
Std. Deviation	2.62709
Variance	6.902
Range	9.00
Minimum	11.00
Maximum	20.00

Based on the data collection through the questionnaires, there were five items of questions on the questionnaire which have been answered by 36 respondents. After tabulating and calculating the data through SPSS, it showed the minimum score 11.00, the maximum score 20.00, Mean 15.1111, mode 12.00, and the standard deviation 2.62709.



## 2) The finding of the data collection from the interviews

Based on the interview which was conducted with the students, the researcher found that the students also felt comfortably learning at home. They said that there was no obstacle they got in learning at home, even they got no their own table and chair for studying, but their parents always gave their best to fulfill their children's learning needs such books, and etc.

### e. Learning facilities at school

#### 1) The finding of the data collection from the questionnaires

The criteria of tendency of the learning facilities at school factor of the external factors to cause the students to get remedial can be seen from the table frequency distribution below :

Category	Interval	Frequency	Percentage
Very low	5 – 8.75	0	0 %
Low	8.75 – 12.5	3	8.3 %
High	12.5 – 16.25	23	63.9%
Very High	16.25 - 20	10	27.8%

The learning facilities at school also does not become the cause of student's remedial in English subject test because the table shows the high percentage (63.9 %) in the high category which means that the learning facilities

at school has a high tendency to support the students' English learning activity at school and support their English learning result. Therefore, this factor cannot be included as the factor of the students remedial in English subject test.

The characteristics of the data analysis of the learning facilities at school factor of students' English subject test remedial can be seen at the table below:

Statistic	Statistic result
Mean	15.1389
Std. Error of Mean	37829
Median	15.0000
Mode	14.00
Std. Deviation	2.26971
Variance	5.152
Range	9.00
Minimum	11.00
Maximum	20.00

Based on the data collection through the questionnaires, there were five items of questions on the questionnaire which have been answered by 36 respondents. After tabulating and calculating the data through SPSS, it showed the minimum

score 11.00, the maximum score 20.00, Mean 15.1389, mode 14.00, and the standard deviation 2.26971.

## **2) The finding of the data collection from the interviews**

Based on the interview which was conducted with the teacher, the researcher found that the facilities of the school supported the students in learning the English. The teacher said that the school provided English laboratory that the students may study there for any specific material like listening. The school also provided many English books for the students. While, the students admitted that even not always used and they studied in the class more the English laboratory was still functioned.

## **3) The finding of the data collection from the observations**

Through the observation, the researcher noticed that the school had many facilities for the students to study, such as books, language laboratory, and library. The school library provided a lot of English learning books and they were distributed to the students in the class. The researcher only noticed that each of the students were not always had the book for their own. Therefore, sometimes they had to share with their friends.

## **f. Mass media**

### **1) The findings of the data collection from the questionnaires**

The criteria of tendency of the mass media factor of the external factors to cause the students to get remedial can be seen from the table frequency distribution below :

Category	Interval	Frequency	Percentage
Very low	4 – 7	0	0 %
Low	7 - 10	8	8.3 %
High	10 - 13	24	63.9%
Very High	13 - 16	4	27.8%

The table above explains that the factor of mass media does not become the cause of student's remedial in English subject test because it shows the high percentage (63.9 %) in the high category which means that the mass media does not become the factor of the students remedial in English subject test.

The characteristics of the data analysis of the mass media factor of students' English subject test remedial can be seen at the table below:

Statistic	Statistic result
Mean	10.3889
Std. Error of Mean	33161
Median	10.0000
Mode	10.00
Std. Deviation	1.98966
Variance	3.959
Range	9.00
Minimum	7.00
Maximum	16.00

Based on the data collection through the questionnaires, there were four items of questions on the questionnaire which have been answered by 36 respondents. After tabulating and calculating the data through SPSS, it showed the minimum score 7.00, the maximum score 16.00, Mean 10.3889, mode 10.00, and the standard deviation 1.98966.

## **2) The findings of the data collection from the observations**

Through the observation, the researcher noticed that the school had no wifi connection in the school. The students only used personal internet connection.

Moreover, around near the school, there were a lot internet access merits. Besides, there were television in the library that the students may watch any educated channel to study.

## ***B. Discussion***

### **1. Internal factor of students' remedial in English subject test**

#### **a. Students' motivation**

Students' motivation is one of factor of internal factor which may cause the students in getting remedial. In order to answer the problem statement of this research, the researcher has conducted a research through questionnaire, interview, and observation.

The finding of students' motivation based on the questionnaire showed that motivation does not become the factor of students in getting remedial at their English test because the students have a high motivation in learning English subject, it is proved with the high percentage (63.9 %) of tendency that students chose or give positive respond towards the questions of the questionnaires. While, the data which was collected from the interview with the students said that the students were happy and excited to join the English class. They said that they were interested to learn English because it is an international language. The observation of the research about the students' motivation also supports the data from the questionnaire and the interview with the students. The teacher's respond or assumption about saying that students have lacked of motivation was considered from the facts that many students got remedial at their English subject test.

According to the findings of the data, all of the data collecting procedures are relevant that they showed that the students have a high motivation in learning English. Aminah, Joyoatmojo, & Haryanto (2013) stated that a high motivation of students shows interest towards learning activities, diligent in working and learning that makes a good learning result. From the data finding of students' motivation it can be concluded that students' motivation does not become the factor of remedial students in English subject test.

**b. Students' physical condition**

Based on the findings above, it can be known the information from the data which was collected through the questionnaire that the students most gave post responds towards their physical condition. It was proved by the high tendency of percentage which was obtained from the statistic data analysis. While, the data which was collected from the observation also showed that there was no students who had a physical defect and they had no problem with their sight and hearing even for the students who sat in the back.

From the data findings, it can be seen that all the data from the observation and the questionnaire are relevant. It concludes that the physical condition of students have no contribution of becoming factor of students' remedial at their English subject test. In line with Suryani (2010), she stated that physical defect such as unclear sight and trouble hearing can cause the low learning achievement of the students. Therefore, in this research, the physical condition of students does not cause the students in getting remedial at their English subject test.

### **c. Students' emotional disturbance**

Based on the analysis of the data finding, it is known that the factor of students' emotional disturbance included in the high category (52.8 %). The disturbance of students' emotional can influence their achievement in learning, because it shows the students' attitude or decision to face any problem at their subject learning. Goleman in Febriana (2017) also stated that emotional shrewdness is the ability to have a high self awareness, good self management, high motivation, and a good social skill. Student who has a good emotional shrewdness can manage their feelings well to think systematically. Based on the research that has been done, it shows that the students have a good emotional management and shrewdness, therefore this factor does not become the cause of students remedial.

### **d. Students' learning attitude**

Based on the statistic analysis of the data finding from the questionnaire, it showed that the factor of students' learning attitude included in the high category of percentage (55.5%) that 20 students chose the respond positive about the learning attitude in the questionnaire. The data finding from the questionnaire can be concluded that this factor does not cause difficulties that cause the students getting remedial at their English subject test.

In the other hand, the data findings from the questionnaire and observation showed the relevant result. In the interview, both the interviewer said that they asked the teacher and friend if they had something difficult to understand. The observation result also showed the students join the English subject class



normally, they took note to write the important material and they follow the rules of the class that they were not allowed to come late and take permission for unimportant things. Trow in Djaali (2006) said attitude is one of emotional and mental readiness ability. Students' positive attitude towards the learning subject is a good start for the learning process, While the negative attitude towards the subject can cause the students difficult to understand the learning material. Based on the findings, it shows that the students have a good learning attitude towards the English learning subject. Therefore, it does not become the cause of students in getting remedial.

## **2. External factor of students' remedial in English subject test**

### **a. Family environment**

Based on the statistic data finding from the questionnaire, the researcher found that the factor of family environment include in the high category of percentage (63.9%) where there were 23 from 36 students gave a positive responds towards their family environment. It means that this factor does not cause difficulties in learning or getting remedial at their English subject test.

The data finding from the interview also showed the relevant result that the students always told their parents about their learning achievement and their parents also give attention about their learning achievement by asking their test result. Slamento (2010) stated that many conditions of family influence the students' learning achievement such as the quality of family relationship, a happy and harmonic family will give support among family member. In this issue, a support from the parents to their children will enhance their learning achievement.

Based on the data findings, it can be concluded that the family environment does not become the factor of students in getting remedial at their English subject test.

#### **b. School environment**

The statistic of data finding from the questionnaire showed that the school environment included in the high category of percentage (69.4%) where 25 from 36 respondents gave a positive responds towards the school environment. It means that the school environment supports the learning process of the students and does not become the factor of students in getting remedial at their English subject test. While, the data from the observation showed relevant result. The school environment was green and clean. In line with Sagala (2013), he stated that the school environment has a big influence of the students' learning result. The teacher qualification, school rule, facilities will affect the students learning process. Therefore, it can be concluded that this factor does not cause the students in getting remedial at their English test, because it the condition supports the students to learn comfortably.

#### **c. Teaching strategy of the teacher**

The statistic of data finding from the questionnaire showed that teaching strategy of the teacher included in the high category of percentage (69.4%) where 25 from 36 respondents gave a positive responds towards the way of their teacher explains the learning material. It means that the teaching strategy of the teacher has no problem to cause the students in getting remedial at their English subject test. While, the data from the interview showed a relevant result. The teacher said

that he gave the students vocabulary and speaking interaction as a strategy to make the fun learning, he also said that the strategy he applied was successful enough. The interview with the students also gave a relevant answer that even they did not understand for the whole material, they can get a little from what the teacher explained. In the other hand, the observation result also showed the students enjoy the way of the teacher explained the material, even the teacher spoke full English and the students sometimes did not get or understand what the teacher said, but the students still felt happy to learn. When the conversation session, the students gave a comment or question to the speaker using English, they do not really care whether the grammar was right or wrong. They just delivered what they wanted to say and tried to make the other students understand what they meant. In line with Wulandari (2010), She stated that the teachers who have creativity in creating imaginative new ideas of teaching can be classified as qualified teacher.

Based on the data findings above, it can be concluded that the teaching strategy of the teacher does not become the factor of students in getting remedial at their English subject test.

#### **d. Learning facilities at home**

The statistic of data finding from the questionnaire showed that learning facilities at home included in the high category of percentage (55.6%) where 20 from 36 respondents gave a positive responds towards the learning facilities at their home. It means that the learning facilities of students at their home support their process in learning. Febriana (2017) stated that the facilities in learning is

one of non social factor that may affect the students' learning result. The lack of learning facilities can make the students feel lazy to learn.

**e. Learning facilities at school**

The statistic of data finding from the questionnaire showed that learning facilities at school included in the high category of percentage (63.9%) where 23 from 36 respondents gave a positive responds towards the learning facilities at the school. While, the data from interview with the teacher showed that the school has a complete facilities such as books, English language laboratory, library, and many other facilities. Based on the data findings, it can be concluded that this factor does not cause the students in getting remedial at their English test.

**f. Mass media**

The statistic of data finding from the questionnaire showed that factor of mass media included in the high category of percentage (63.9%) where 24 from 36 respondents gave a positive responds towards the using of mass media towards their learning process. While, the data from the observation showed that the students used internet connection to help them learning their subject material. Arsyad in Indriastuti (2010) stated that the information which is in the mass media includes the students mentally and actively which makes and creates a good learning process. Therefore, this factor does not cause the students in getting remedial because the students gave a positive responses towards the using and the existence of the mass media.

### ***C. Research Limitedness***

There was some limitedness that the researcher got during conducting the research, such as the uncompleted of items of questions in the interview and the observations. There were many items that the researcher needs to add to support the students' responds in the questionnaire. Furthermore, the scopes of factor of remedial can be broader, while, the scope of factor which was given in this research is limited, it only described and followed the internal and external factor from the earlier research. Therefore, this research needs improvement to find a specific result.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of three sections. The first section deals with the conclusion, the second one deals with implication, and the last deals with the suggestion

#### ***A. Conclusion***

Based on the data findings of research and the discussion, it can be concluded that All the indicators from both the internal and external factors did not cause the students in getting remedial at their English subject test. It was based on the result of the data findings from the questionnaires statistical analysis of the data distribution that showed all the remedial students had a high positive responds towards the questions items of the questionnaire that showed a high percentage which meant that each of the indicator supported the students on their English subject learning activity. Therefore, the indicators did not cause the students in getting remedial at their English subject test, while, the results of the interviews from both the teacher as well as the students and the result of the observation description showed a relevant result with the questionnaire findings.

#### ***B. Implication***

Based on the data findings, there are no factors identified as a cause of first year students at SMAN I Majauleng getting remedial at their English subject test in common. Both internal and external factors support their learning English

process and activity. But, the fact shows that the students' learning achievements are still under the KKM.

The internal factor which has a high tendency to become the factor of students' remedial at their English subject test is the factor of students' motivation with the lowest percentage on the low category 22.2%. It means that among the internal factors, this factor has a high tendency to cause the students in getting remedial. Students who have a high motivation in learning will have an optimal learning result, while the students who have a low motivation in learning will make their learning is not increased. Therefore, this factor can be fixed by many ways such as giving the students rewards, giving positive suggestions, avoiding the negative comments, appreciating the students' learning achievement (Sudrajat, 2010).

The external factors which have high tendency to become the factors of students' remedial at their English subject test are the factor of learning facilities at school with the lowest percentage on the low category 8.3% and mass media factor with the lowest percentage in the low category 8.3%. It means that among the external factors, those factors have factor has a high tendency to cause the students in getting remedial. Therefore, the factor of learning facilities can be fixed by fulfill the students need of their learning facilities at school. This is important for the stakeholders to realize because the effects of the existence learning facilities support the students' learning achievement, and those facilities should be used maximal. Amah (2014) found in his research that social environment is the moderated variable for the school facilities towards learning

achievement. It means adequate learning facilities affect the students' learning achievement. In the other hand, the teacher should be more creative to use the mass media in the learning process in order for increasing the students' motivation in learning. Indriastuti (2010) found that the mass media which used more for the students are television and internet. Most students have a high motivation in learning because they are interested and giving much attention to the learning process at class. Therefore, the school should provide the mass media such internet, television to support the students learning activity.

### *C. Suggestion*

Based on the conclusion above, the researcher suggests some suggestions, they are :

1. The students are suggested to always prepare themselves in learning and have a struggle in learning. Keep spirit in learning and pay attention to the explanation of the teacher, even the condition and any things may not support the learning process
2. The stakeholders at school are suggested to fulfill anything which students need to support their English learning like books and wifi connection. It is also important to tell the students' parents to give more attention to their children learning activity. The motivation to be a good student and having a good relationship to the family and school people to the students are also needed to create a good condition to learn.



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## ANGKET PENELITIAN

### ANALYZING THE CAUSE OF REMEDIAL IN ENGLISH SUBJECT TEST AT THE FIRST YEAR STUDENTS OF SENIOR HIGH SCHOOL 1 MAJAULENG OF WAJO REGENCY

#### A. Identitas Pribadi

Nama :

Jenis Kelamin :

Umur :

Kelas :

#### B. Petunjuk Pengisian

1. Bacalah baik-baik setiap butir pernyataan dan alternatif jawaban
2. Isilah semua butir pernyataan dan jangan sampai ada yang terlewatkan
3. Pilih alternatif jawaban yang sesuai dengan keadaan dan pendapat anda
4. Beri tanda (✓) pada alternatif jawaban yang dipilih
5. Alternatif jawaban adalah :

SS : Sangat Sesuai

S : Sesuai

TS : Tidak Sesuai

STS : Sangat Tidak Sesuai

#### ➤ Faktor Internal

No.	Pernyataan	Kriteria Jawaban			
		SS	S	TS	STS
1.	Saya bosan mendengarkan penjelasan dari guru pada saat pelajaran bahasa inggris				
2.	Jika sudah di rumah, maka saya merasa malas untuk belajar				
3.	Saya menganggap bahwa pelajaran bahasa inggris tidaklah sulit				

4.	Jika saya sudah mencoba namun tetap gagal mengatasi kesulitan, maka saya malas berusaha lagi				
5.	Saya bersemangat memperhatikan guru mengajar				
6.	Mencapai prestasi yang tinggi dalam belajar adalah keinginan saya				
7.	Saya mengerjakan tugas/PR dengan asal-asalan yang penting selesai				
8.	Saya tidak mudah mengantuk saat belajar				
9.	Saya berusaha menjaga kesehatan				
10.	Penyakit ringan (batuk, influenza, sakit gigi) mengganggu aktivitas belajar saya				
11.	Saya dapat melihat tulisan jarak jauh secara jelas tanpa bantuan kacamata				
12.	Saya cemas ketika saya tidak belajar menghadapi ulangan				
13.	Saya lebih banyak dipengaruhi perasaan takut gagal daripada harapan untuk sukses				
14.	Saya senang menunda mengerjakan tugas/PR				
15.	Saya tidak suka menerima kritik				
16.	Saya tidak mudah bergaul dengan teman yang bukan sekelas dengan saya				
17.	Saat di rumah, saya belajar secara teratur				
18.	Jika ada waktu luang, saya pergi ke perpustakaan untuk membaca buku				
19.	Saya mempunyai catatan yang lengkap dari penjelasan guru				

20.	Setelah menyelesaikan soal, saya mengoreksi kembali semua jawaban				
21.	Pada saat KBM, saya berkonsentrasi/ memusatkan perhatian saya terhadap materi pelajaran dengan baik				
22.	Saat di rumah, saya mempelajari kembali materi yang telah dijelaskan oleh guru				

➤ **Faktor External**

No.	Pernyataan	Kriteria Jawaban			
		SS	S	TS	STS
1.	Orang tua akan menegur saya jika saya tidak belajar				
2.	Anggota keluarga selalu membantu saya dalam menyelesaikan masalah belajar				
3.	Suasana rumah selalu nyaman untuk saya belajar				
4.	Orang tua saya memberikan fasilitas belajar yang cukup memadai				
5.	Orang tua saya selalu memberikan arahan agar lebih meningkatkan belajar ketika nilai bahasa inggris saya kurang dari KKM				
6.	Saya nyaman belajar di kelas karena ruangnya bersih dan rapi				
7.	Siswa bosan dengan metode yang digunakan oleh guru saat mengajar				
8.	Saya selalu mengajak teman untuk belajar kelompok				
9.	Guru jarang member masukan/nasihat kepada saya dalam belajar				

10.	Saya pernah terlambat masuk sekolah/kelas pada saat pelajaran bahasa inggris				
11.	Guru menggunakan metode mengajar yang susah dimengerti siswa dalam menyampaikan materi pelajaran bahasa inggris				
12.	Guru anda menyesuaikan metode yang digunakan dalam pelajaran dengan waktu mengajarnya dengan kondisi kelas dan materi pelajaran				
13.	Guru bahasa inggris anda tidak menjelaskan materi dengan cara mengaitkan pelajaran dengan kehidupan sehari-hari				
14.	Guru memberikan kesempatan kepada siswa untuk bertanya hal-hal yang kurang jelas				
15.	Guru menjawab pertanyaan siswa dengan jelas				
16.	Saya belajar di ruang belajar sendiri di rumah				
17.	Saya belajar menggunakan meja dan kursi belajar yang nyaman di rumah				
18.	Orang tua saya memperhatikan kondisi penerangan atau lampu untuk belajar di rumah				
19.	Saya menggunakan kamus untuk mempermudah belajar bahasa inggris				
20.	Saya tidak memiliki buku pegangan mata pelajaran bahasa inggris di rumah				



21.	Papan tulis yang ada di kelas anda dalam keadaan bersih dan siap digunakan				
22.	Setiap siswa memiliki buku pegangan/buku paket bahasa inggris yang dipinjamkan oleh sekolah				
23.	Buku pelajaran bahasa inggris yang ada di perpustakaan dapat setiap waktu dipinjam oleh siswa				
24.	Jika terjadi mendung atau hujan, lampu yang tersedia di kelas selalu dapat digunakan				
25.	Ruang kelas anda dalam keadaan bersih dan rapi setiap hari				
26.	Saya sering menonton tv edukasi pelajaran bahasa inggris				
27.	Saya sering membawa gadget/hp ke sekolah				
28.	Saya sering membuka obrolan chat di hp ketika pelajaran bahasa inggris				
29.	Saya terkadang menonton tv/laptop sampai larut malam walau sedang masa ujian/ulangan				

**TERIMA KASIH ATAS KERJASAMANYA**

# 1. Faktor Internal Penyebab Remedial Bahasa Inggris

## Kisi-Kisi Angket Motivasi Belajar

Dimensi Motivasi Belajar	Indikator Soal	Nomor Butir Soal		Jumlah Butir Pernyataan	No. Soal
		Pernyataan Positif	Pernyataan Negatif		
Tekun dalam belajar	Mengikuti PBM di kelas	-	1	1	1
	Belajar di rumah	-	1	1	2
Perasaan Senang	Senang dalam pelajaran bahasa inggris	1	-	1	3
Ulet dalam menghadapi kesulitan	Usaha menghadapi kesulitan	-	1	1	4
Minat dan perhatian dalam belajar	Semangat dalam mengikuti PBM	1	-	1	5
Berprestasi dalam belajar	Keinginan untuk berprestasi	1	-	1	6
Mandiri dalam belajar	Penyelesaian tugas/PR	-	1	1	7

## Kisi-Kisi Keadaan/Kondisi/Kesiapan Fisik Peserta Didik

Dimensi Kondisi Peserta Didik	Indikator Soal	Nomor Butir Soal		Jumlah Butir Pernyataan	No. Soal
		Pernyataan Positif	Pernyataan Negatif		
Kondisi Fisik Peserta Didik	-Kondisi jasmani sehat badan	2	1	3	8,9,10
	-Sehat mata dan telinga	-	1	1	11

## Kisi-kisi Gangguan Emosi

Dimensi Kecerdasan Emosi	Indikator Soal	Nomor Butir Soal		Jumlah Butir Pernyataan	No. Soal
		Pernyataan Positif	Pernyataan Negatif		
Mengenali Emosi Diri Sendiri	Tidak memahami sebab perasaan yang timbul	-	1	1	12
Mengelola Emosi	Memiliki perasaan negative dengan dirisendiri	-	1	1	13

Motivasi Diri Sendiri	Tidak memusatkan perhatian terhadap tugas yang diberikan	-	1	1	14
Mengenali Emosi Orang Lain	Tidak menerima sudut pandang orang lain	-	1	1	15
Membina Hubungan	Tidak memiliki kemampuan berkomunikasi dengan orang lain	-	1	1	16

### Kisi-Kisi Sikap dan Kebiasaan Belajar Peserta Didik

Dimensi Sikap dan Kebiasaan Belajar Peserta Didik	Indikator Soal	Nomor Butir Soal		Jumlah Butir Pernyataan	No. Soal
		Pernyataan Positif	Pernyataan Negatif		
Pembuatan Jadwal Belajar dan Pelaksanaannya	Melaksanakan jadwal belajar	1	-	1	17
Membaca dan Membuat Catatan	Membaca buku teks	1	-	1	18
	Membuat Catatan	1	-	1	19
Penyelesaian Tugas	Penyelesaian tugas di sekolah	1	-	1	20
Cara Mengikuti Pelajaran	Konsentrasi mengikuti pelajaran	1	-	1	21
Cara Belajar Mandiri di Rumah	Belajar mandiri di rumah	1	-	1	22

## 2. Faktor External Penyebab Remedial Bahasa Inggris

### Kisi-kisi Lingkungan Keluarga

Dimensi Faktor Lingkungan Keluarga	Indikator Soal	Nomor Butir Soal		Jumlah Butir Pernyataan	No. Soal
		Pernyataan Positif	Pernyataan Negatif		
Cara Orang Tua Mendidik	Teguran terhadap anak	1	-	1	1
Relasi Antara Anggota Keluarga	Memberikan bantuan terhadap masalah belajar anak	1	-	1	2
Suasana Rumah	Suasana belajar	1	-	1	3
Keadaan Ekonomi Keluarga	Pemberian Fasilitas Belajar	1	-	1	4
Perhatian Orang Tua	Menanyakan kegiatan belajar	1	-	1	5

### Kisi-Kisi Faktor Lingkungan Sekolah

Dimensi Faktor Lingkungan Sekolah	Indikator Soal	Nomor Butir Soal		Jumlah Butir Pernyataan	No. Soal
		Pernyataan Positif	Pernyataan Negatif		
Keadaan Gedung Sekolah	Kondisi kelas	1	-	1	6
Proses Mengajar	Metode Mengajar	-	1	1	7
Relasi Siswa dengan Siswa	Sikap bergaul siswa	1	-	1	8
Relasi Guru dengan Siswa	Sikap guru terhadap siswa	-	1	1	9
Disiplin Sekolah	Sikap terhadap tata tertib sekolah	-	1	1	10

### Kisi-Kisi Faktor Strategi Mengajar Guru

Dimensi Faktor Strategi Mengajar Guru	Indikator Soal	Nomor Butir Soal		Jumlah Butir Pernyataan	No. Soal
		Pernyataan Positif	Pernyataan Negatif		
Kecakapan Guru	Cara guru menjelaskan	-	1	1	11
Pengetahuan Guru	Memberikan materi pelajaran sesuai dengan waktu	1	-	1	12
	Pemberian contoh materi	-	1	1	13
Proses Belajar Mengajar	Kesempatan bertanya bagi siswa	1	-	1	14
	Menjawab pertanyaan siswa dengan jelas	1	-	1	15

### Kisi-Kisi Faktor Fasilitas Belajar di Rumah

Dimensi Faktor Fasilitas Belajar di Rumah	Indikator Soal	Nomor Butir Soal		Jumlah Butir Pernyataan	No. Soal
		Pernyataan Positif	Pernyataan Negatif		
Sarana dan Prasarana	Ruang belajar	1	-	1	16
	Meja dan Kursi belajar	1	-	1	17
	Penerangan	1	-	1	18
	Sumber belajar	1	1	2	19, 20

### Kisi-Kisi Faktor Fasilitas Belajar di Sekolah

Dimensi Faktor Fasilitas Belajar di Sekolah	Indikator Soal	Nomor Butir Soal		Jumlah Butir Pernyataan	No. Soal
		Pernyataan Positif	Pernyataan Negatif		
Sarana dan Prasarana	Media mengajar	1	-	1	21

	Buku Pegangan	1	-	1	22
	perpustakaan	1	-	1	23
	Penerangan	1	-	1	24
	Ruang belajar	1	-	1	25

Dimensi Faktor Sosial Peserta Didik	Indikator Soal	Nomor Butir Soal		Jumlah Butir Pernyataan	No. Soal
		Pernyataan Positif	Pernyataan Negatif		
Intensitas Penggunaan media massa	Kecenderungan peserta didik menyukai acara TV/bermain gadget	1	1	2	26, 27
	Frekuensi menonton TV/chatting di social media	-	1	1	28
	Waktu menonton tv/bermain gadget	-	1	1	29

**Kisi-Kisi Faktor Media Massa**

No.	Observation Aspects	The description of observation result
A.	Students' motivation	
	<ul style="list-style-type: none"> <li>• Students' feeling to join the English subject</li> <li>• Students' participation in the class</li> <li>• Students' attention</li> <li>• Students' interest to join the class</li> </ul>	<p>✓ The students were excited to join the class, they felt no boredom when the class was started. They were very enthusiastic when the teacher began the class by singing together. Singing a song is one of the teacher strategy to make the students enjoy to join the English subject.</p> <p>✓ All the students participated well in the English subject class. All the students gave their response when the teacher asked them one by one when the teacher checked the attendance list, the teacher asked some questions such as, "how are you, do you bring your text book, are you ready to join the class today. The students' response or answers were varied, they were required to answer the question even only with yes or no answer. But, there were some students also did not pay attention when the teacher explained the material he was busy in writing something.</p> <p>✓ Almost all the students paid attention to what the teacher explained. Even the teacher spoke full English at the class, the students still tried to understand what the teacher said. The researcher asked some of them whether they understood the material of noun which was learnt. They knew the meaning of the written vocabulary on the blackboard, but when the researcher asked them what noun is, they directly ask the teacher of its explanation.</p> <p>✓ The students were interested to the class. When the teacher asked the</p>

		<p>students a question, they directly answered the answer without thinking it was right or wrong. They felt no boring to join the English subject. When the students were doing a conversation in front of the class, then the other students gave many kinds of questions to the speaker even it was not about the topic of the issue.</p>
B.	Students' physical condition	
	<ul style="list-style-type: none"> <li>• Physical condition</li> <li>• Physical defect</li> <li>• students' hearing and vision ability</li> </ul>	<p>There were no students at class who have a physical defect. They were all in a good health. There were also no students who wear glasses. The researcher also asked the students who sat in the backside whether they can hear and see what the teacher said and wrote, then, they said that it was clear enough.</p>
C.	Emotional disturbance	
	<ul style="list-style-type: none"> <li>• Interaction with the teacher</li> <li>• Interaction with the classmate</li> </ul>	<p>The students have a good interaction with the teacher and they interacted with each other well. The students never insulted each other or had a fight. The boy and the girl students also had a good interaction and communication. Even though at out of the classroom, the researcher noticed that each students sat together in the school garden. The interaction was not only good by each student, but also with the teacher. Whatever the teacher asked them in English, they will answer. But, the researcher noticed that the students did not really have something to ask about the learning material. They did not have initiative to ask, but if the teacher asked them they gave response no matter it was right or wrong.</p>
D.	Students' learning attitude	



	<ul style="list-style-type: none"> <li>Students' verbal and nonverbal activity in the learning process</li> </ul>	<p>The researcher noticed that the students did many verbal activities. Some took note about the material; when the teacher was explaining. Some students also tried to make fun by saying a joke so the class was full of laugh and fun. There were also some students who sat in the back did not talk too much. The researcher asked them whether they got the explanation or not and they just said that they understand enough</p>
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a. External Factor

No.	Observation Aspects	The description of observation result
A.	School Environment	
	<ul style="list-style-type: none"> <li>School physical condition</li> <li>School Environment condition</li> <li>School facilities</li> <li>Social interaction among the people</li> <li>School rules</li> </ul>	<ul style="list-style-type: none"> <li>✓ The school condition was very proper. Some buildings also were rebuilt. The researcher also noticed there was no broken building.</li> <li>✓ The school environment was also good. The school environment was green and clean. But, the class condition was rather dirty.</li> <li>✓ The learning facilities at school also support the students to study, such as books, language laboratory, and library.</li> <li>✓ The social interaction among the people at school was also good.</li> <li>✓ The school had rules which obeyed by whole people at school.</li> </ul>
B.	Teaching strategy of teacher	
	<ul style="list-style-type: none"> <li>The beginning of the class</li> <li>learning main activity</li> <li>closing</li> <li>teaching media</li> <li>teaching method</li> </ul>	<ul style="list-style-type: none"> <li>✓ The teacher began the learning-teaching process by interacting with the students. They were reminded to follow the class rules that they were not allowed to come late and take permission for unimportant things. After that, the students sang a song before learning as an ice breaking,</li> </ul>

		<p>then, the teacher checked the attendance list of students and asked them several questions such as their condition and feeling to join the English subject class.</p> <ul style="list-style-type: none"> <li>✓ The teacher taught the students about vocabulary. The teacher wrote “noun” on the blackboard, but, he did not explain the noun, he just explained the words and their meaning. The students were also doing conversation and the other students gave a comment or question.</li> <li>✓ The teacher ended the class by ordering the students to count number one after the others.</li> <li>✓ The media which was used in the English class was blackboard and marker.</li> <li>✓ The teacher applied direct method in teaching. He spoke English from the beginning until the end of the class.</li> </ul>
C.	Mass Media	
	<ul style="list-style-type: none"> <li>• Internet connection</li> </ul>	<ul style="list-style-type: none"> <li>✓ There was no wifi connection in the school. The students only used personal internet connection.</li> <li>✓ a lot internet access merit</li> <li>✓ learning channel at the tv on library</li> </ul>

### Interview with the Students

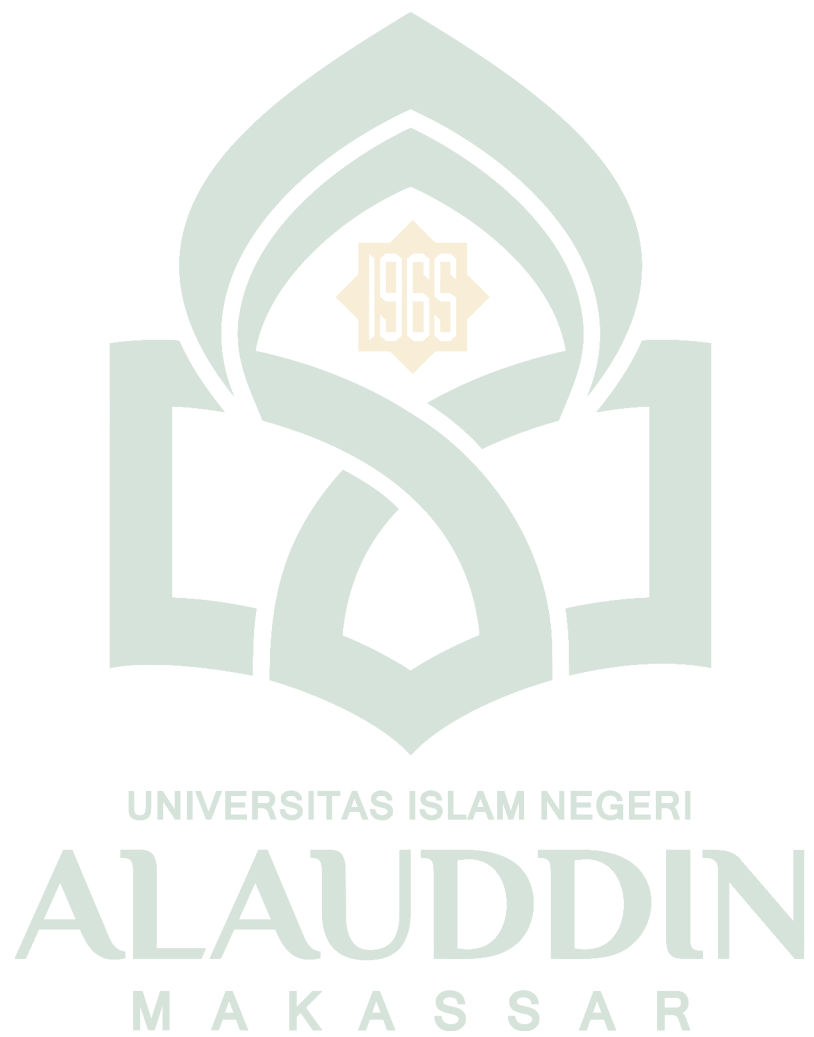
Questions	Answers
Menurut kalian berdua.kira-kira bagaimana pendapat kalian berdua tentang mempelajari Bahasa Inggris, apakah susah atau tidak? (Do you think that learning English is difficult or not?)	S1 : susah. Cara penyebutannya.cara menulisnya tidak seperti Bahasa Indonesia, beda dengan Bahasa Indonesia (It is difficult, because not like Bahasa Indonesia, the way to pronounce the words is different with the written form)  S2 : Susah. Beda tulisannya, beda penyebutan.(It's difficult, the written is difficult with the pronunciation)
Materinya bagaimana ? susah atau tidak? materi yang dipelajari di kelas? susah tidak materi-materinya?(What about the material, is it difficult to learn or not?)	S1 : Tidak terlalu susah. Ada yang bisa dimengerti (not too difficult, I can understand a little)

<p>Menurut kalian berdua, kalo gurunya menjelaskan bisa tidak dipahami ? ada tidak?</p>	<p>S2: Tidak terlalu banyak (a little)</p> <p>S1: Sama juga. nda terlalu banyak yang bisa dimengerti. ( I can understand a little)</p>
<p>Kalian berdua, berusaha tidak memahami materi sulit yang dijelaskan guru ? Kalo misalkannya kan ada materi yang sulit,kalian berusaha tidak buat paham atau cuek saja ? (When you are hard to understand the material, do you try to find the way to understand or you just ignore?)</p>	<p>S1: Bertanya sama teman.(I ask friends)</p> <p>S2: Bertanya juga sama guru.(I ask the teacher)</p>
<p>Menurut kalian apakah sarana dan prasarana sudah membantu dalam memahami materi pelajaran Bahasa Inggris? kalo misalkan belajar Bahasa Inggris misalkan listening,</p>	<p>S1: Lab bahasa pernah tapi jarang digunakan, kebanyakan belajar di kelas. (We ever studied in language laboratory, but we study in the class</p>

<p>ada tidak audio nya? (Do you think that the school has a supporting facilities for the English subject learning? is there any audio available when you study listening for example?)</p>	<p>more.</p>
<p>Apakah anda merasa tertarik atau ada rasa ingin tahu terhadap materi pelajaran Bahasa Inggris. Penasaran tidak sama pelajaran Bahasa Inggris? (Are you interested and curious to learn English?)</p>	<p>S1: Tertarik, karena Bahasa Inggris bahasa Internasional.( I am. It is an international language)</p> <p>S2: Tertarik karena bahasa dari luar negeri (I am interested because it is a foreign language).</p>
<p>Apakah keluarga dirumah menanyakan hasil belajar anda, misalkan kalo sudah ujian kira-kira ditanyakan tidak sama orang tuanya? (Is your family asking about your English learning result or your English test result?)</p>	<p>S2: ditanyakan. Kalau remedial dikasih tau juga. (They ask about the learning result. I also tell them when I get remedial in my test)</p>

<p>Apakah orang tua memenuhi kebutuhan belajar anda di rumah? (Do your parents fulfill your learning needs at home?)</p> <p>Apakah guru memberikan perhatian kalo misalkan ada materi yang susah dipahami? kira-kira dibantu tidak sama gurunya? (Does your teacher help you or give you attention more when he knows you do not understand about the material?)</p> <p>Gampang tidak soalnya? (Do you think the test is easy?)</p> <p>Soalnya tidak keluar dari materi</p>	<p>S1: Dibantu. (Yes, he the teacher helps)</p> <p>S1: Iya kak. di rumah biasanya belajar di kamar, tidak ada meja khusus. Tapi kalau ada buku mau dibeli. di kasih ( Yes, I am used to learning at my room, there is no learning table. But, my parents fulfill my other needs like books.)</p> <p>S2: Gampang.( Yes, It is.</p> <p>S1:Tidak kak. Masuk (all the</p>
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kan?(Do you think that the test is based on the material which has been learnt?)	questions on the test are based on the learning material.
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### interview with the teacher

No.	Questions	Answers
1.	What is your strategy in explaining the learning material?  so the basic competence can be reached?	➤ we manage the students not to make a noise so they can focus and clearly understand to the teacher's explanation
2.	What lack is existed in the learning and teaching process which makes the students get remedial or get low scores in their test?	➤ for students, especially in level ten, I think their English skills are lacked and very low and that's why sometimes if the teacher explains the material, sometimes they understand, sometimes they don't. About the remedial, when teacher, especially English teachers give the quiz, or small exam to them, sometimes result is rather disappointing, because in English there are aspects; four skills, speaking, listening, reading



		<p>and writing. But, the students' problem here is writing, sometimes their answer always wrong and maybe they think that English is not necessary so sometimes they underestimate about the subject and finally the result is you know I said it's rather disappointing.</p>
3.	<p>According to your experience, what is the main problem or the main cause that the students get remedial in their English test?</p>	<p>➤ they have lack of motivation</p> <p>I think, that's why as a teacher we have to built students' spirit, motivation with several ways, interesting ways, okay so that the students can be more interested to study English.</p>
4.	<p>How do you built their motivation so that they can love English learning?</p>	<p>➤ well I think for me, many ways I can apply for my students such as by ask them</p>

		<p>to sing, by giving them vocabulary and then by giving speaking interaction each students in the class. Those ways so far during I taught here for three until four years, I thought that was very successful, for me.</p> <p>for listening maybe, okay, it's not bad, because we have English laboratory, if the students have the material about listening, we study there. The books also provide. sorry the library also provided some books for the students, yah I think there is no problem with it.</p>
5.	<p>Do you think that the facilities that the school has here for English subject, is it fulfilled enough or what?</p>	

Table of interview with the teacher

No.	Questions	Answers
1.	What is your strategy in explaining the learning material? so the basic competence can be reached?	➤ we manage the students not to make a noise so they can focus and clearly understand to the teacher's explanation
2.	What lack is existed in the learning and teaching process which makes the students get remedial or get low scores in their test?	➤ for students, especially in level ten, I think their English skills are lacked and very low and that's why sometimes if the teacher explains the material, sometimes they understand, sometimes they don't. About the remedial, when teacher, especially English teachers give the quiz, or small exam to them, sometimes result is rather disappointing, because in English there are aspects; four skills,

		<p>speaking,listening,reading and writing. But, the students' problem here is writing, sometimes their answer always wrong and maybe they think that English is not necessary so sometimes they underestimate about the subject and finally the result is you know I said it's rather disappointing.</p> <p>➤ they have lack of motivation</p> <p>I think, that's why as a teacher we have to built students' spirit, motivation with several ways, interesting ways, okay so that the students can be more interested to study English.</p> <p>➤ well I think for me, many ways I can apply for my</p>
3.	<p>According to your experience, what is the main problem or the main cause that the students get remedial in their English test?</p>	
4.	<p>How do you built their motivation so that they can love English learning?</p>	

	<p>5. Do you think that the facilities that the school has here for English subject, is it fulfilled enough or what?</p>	<p>students such as by ask them to sing, by giving them vocabulary and then by giving speaking interaction each students in the class.</p> <p>Those ways so far during I taught here for three until four years, I thought that was very successful, for me.</p> <p>for listening maybe,okay, it's not bad, because we have English laboratory, if the students have the msterial about listening, we study there. The books also provide. sorry the library also provided some books for the students, yah I think there is no problem with it.</p>
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## Documentation





### Curriculum Vitae



Andi Batari Toja was born in Tarumpakkae, September 16<sup>th</sup> 1994. She is the first daughter of Drs. Andi Baso, M.Hum and Andi Hasnania. The researcher started her study in elementary school Mangasa, Somba Opu subdistrict, Gowa Regency for 2 years in 2001-2002. Then, she continued her elementary school in 231 Liu of Wajo Regency. After graduating in elementary school, the researcher continued her study in SMPN 1 Majauleng for three years. After that, She graduated in senior high school of SMAN 1 Bulukumpa, Bulukumba Regency in 2013.

In following years, she continued her study in State Islamic University of Alauddin Makassar in 2013-2017. She was the student of English Education Department. The researcher was also joined an extra organization in MPM (Mahasiswa Pecinta Masjid UIN Alauddin Makassar).

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